

Primary PE & Sport funding

At Winsford High Street Primary we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

The full amount of PE & Sport Premium received for 2020/21 is £20,370

Key Indicator 1	Actions taken	Impact seen
<p>Improve the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p>	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership.</p> <p>From previous evidence through whole school heat maps we have undertaken whole school staff training to develop active lessons primarily in English and maths through Teach Active. These lessons can be built into our planning as staff and are timetables to happen at least once a week to develop children’s physical activity. Staff training has also provided staff with a greater understanding of how to provide children with breaks for physical activity during the school day.</p> <p>The actions being taken to tackle the issues presented are</p> <ol style="list-style-type: none"> 1) Our school has engaged in Vale Royal School Sport Partnership development groups for Active Travel & Active Families in order to develop actions for the areas identified by our Active School Planner Heat Maps. 2) We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs. 3) Sports coaches will run late evening sports clubs with children to develop a new love of sports by exploring new and exciting sports including archery, lacrosse, boxing. 	<p>Subject Leader attended Subject Leadership day and a number of Partnership Development groups. The outcomes of each session were shared with colleagues along with examples of good practice. Updating the Heatmaps tool has shown increase physical activity for our children throughout the day.</p> <p><u>Key Impacts:</u></p> <ol style="list-style-type: none"> 1) 102 participants in extra-curricular clubs across KS2 each week. We have been able to increase our afterschool club offer to provide a wider range of activities available for our children to suit their interests and needs. 2) Each child receives a minimum of 2 hours of timetabled PE per week, with a strong and varied extracurricular offer. 3) We have been able to ensure the inclusion of specific target groups through our Change 4 Life club with 23% of these children are now engaged in regular extracurricular sporting activity. 4) The development of our PhysKids programme has allowed us to improve engagement of children at lunchtimes, supported by well trained and proactive mid-day assistants.

	<p>4) Our Change 4 Life Sports across KS2 will encourage children to take up physical activities and maintain healthy lifestyles</p> <p>5) We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Play Leaders.</p> <p>6) We have engaged with the British Cycling balance biking programme Ready Set and Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school. This will be further developed 2019-20.</p> <p>7) We have provided 1 skipping rope for each child so that they can take part in the 'Dan the skipping man challenge' to develop their skipping skills, co-ordination and provide more focused physical activity during playtime and lunchtime.</p>	<p>5) As a school we provide core swimming lessons for children in Y5. In addition to this we provide swimming lessons during the year for children in Year 3, Year 4 and Year 6. Booster swimming sessions are also held to support those not reaching the end of KS2 required standards.</p>
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Sustainability/Suggested next steps:

- Complete Amaven PE assessment to highlight gaps in physical literacy skills to develop in lessons and after school clubs. This may include working with partner organisations such as 'Active Cheshire.'
- Continuing to monitor PE lessons ensuring staff are making the most of Amaven resources and training to develop children's physical literacy and health.
- Continue to ensure we can maintain a strong extracurricular offer which has new and exciting opportunities for children to engage in sports.
- Continue with membership with the VRSSP to utilise training packages for new staff or existing for continued CPD.
- Continue to further develop our PhysKids programme and Change 4 Life club.

Key Indicator 2	Actions taken	Impact seen
<p>The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>1) We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.</p> <p>2) Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport.</p>	<p>1) The Subject Leader was able to attend a number subject leader specific courses across the school year together with twilights and cluster meetings. This ensured that, the Subject Leader was able to:</p> <ul style="list-style-type: none"> • Apply for the school the Gold School Games Mark to allow for us to achieve the platinum award. • Make sure that we implement 'Change 4 Life' club • Engage KS2 pupils as Sport leaders who carry out roles around the school to develop sports and games,

- 3) Staff have attended training which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active.
- 4) Staff have attended Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.
- 5) In 2021/22 we are included in the Youth Sport Trust's 'My Personal Best' programme which will involve training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. We aim for this learning to be transferred into other lessons, their life in school and to their wider lives.

- Encourage less active pupils to engage in a healthy active lifestyle by allowing them more opportunity to experience new sports/ games and lifestyle changes.
 - Teach staff to take a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils' through the use of Teach Active
 - To improve teachers confidence in delivering PE by peer – teach delivery of lessons, allowing professionals to deliver CPD and getting sports coaches into school to support lessons.
- 2) Through VRSSP membership we have been able to invite a number of athletes into school to provide talks and workshops to inspire our children. These workshops allowed the children to develop an appreciation of how athletes are able to compete at the highest level of the sporting pyramid.
 - 3) The impact of the 'My Personal Best' programme will be evidenced through the completion of the 21-22 Action Plan due to the timing of the course, in the summer term.
 - 4) Winsford High Street Primary School achieved the 'Gold' standard School Games award for the sixth consecutive year to allow for a platinum award to be achieved.

Sustainability/Suggested next steps:

- There will be two subject leads for 2021-22 to further develop PE and School Sport across the school in KS1 and KS2.
- Ensure that both subject leads remain able to attend the VRSSP training.
- Ensure co-delivery is a key component of CPD.
- CPD needs of staff to be identified by subject leads.
- Regular moderations of planning and observations to be undertaken by the subject leads and SLT.
- Subject leads to ensure a varied and challenging offer across the curriculum.
- Further develop 'My Personal Best' as a central thread of the curriculum to ensure the teaching of crucial life skills to children at Winsford High Street Primary School.

Key Indicator 3	Actions taken	Impact seen
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>All our staff attend Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health & Safety training.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</p> <p>Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p>	<p>All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> • Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child. • Identify good ideas to help deliver the curriculum more effectively. • The introduction of new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs. • The start to move gave our staff a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E. • More ideas about how to enable the children to make progress through the skills. • The training had an excellent balance of hands on and discussion. • Staff enjoy working with colleagues from other schools • Highly effective in introducing the STEP differentiation process. • Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation. • More confident in teaching more advanced skills • Instant feedback and use of physical education vocabulary. • Improved PE lessons and pupils engagement with lessons. • Knowing in greater detail what is required during a PE session. • Improve differentiation within the lesson. • Lots of short activities to keep children engaged throughout the school day, not only within lessons. • Improved confidence in delivery of dance. • Better degree of AFL throughout our lessons in order to help the children progress. • Deeper thinking about steps to develop basic skills for KS1.

		<ul style="list-style-type: none"> • Staff reported feeling more confident in their ability to teach skills in PE and in helping less able children make good progress through better teaching • Much more organised and challenging lessons with a clear objective. • Enhanced questioning has been evidenced through observations and PE planning scrutiny across all year groups • It has been extremely valuable for staff to observe and work with a specialist PE teacher and staff found co-delivery a valuable experience.
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<p>Sustainability/Suggested next steps:</p> <ul style="list-style-type: none"> • There will be two subject leads for 2021-22 to further develop PE and School Sport across the school. • Ensuring that both subject leads remain able to attend the VRSSP training. • Ensuring co-delivery is a key component of CPD. • CPD needs of staff to be identified by subject leads. • Regular moderations of planning and observations to be undertaken by the subject leads and SLT. • Subject leads to work with EYFS and KS1 staff to assess development of Fundamental Movement Skills amongst the children. • Assessment and monitoring across KS2 to be further developed. • Subject leads to investigate specific areas of development in relation to the skills taught and developed within each year group to ensure that lessons challenge children appropriately.

Key Indicator 4	Actions taken	Impact seen
Broader experience of a range of sports and activities offered to all pupils	Our aim was to provide a broader range of sports and activities to engage all children. We sourced the views of our children before developing programmes such as extra-curricular clubs to ensure that the children are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.	At High Street we have broad curriculum offer which aims to allow children to access a range of different sporting activities. We work closely with the VRSSP to engage with all of their opportunities for sporting participation. This allows us to have accessed a variety of different sports to supplement our offer. These include: TriGolf, Inline skating, AdventureRun!, Duathlon, Futsall, Boccia and Futsal.

Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.

School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.

We invite children with SEND to attend the Vale Royal School Sport Partnership TOTALSport club which brings together children with similar disabilities and focuses on Paralympic and adapted sports.

We provide Year 6 children with the opportunity to take part in a residential trip to the Lake District. This residential provides the children with the opportunity to take part in a number

Our extracurricular offer at the school is strong and ever-popular amongst the pupils. We strive to ensure our offer meets the needs of our children which helps us to ensure that PE and Sport within the school develops our pupils not only from a sporting perspective, but a social, emotional and personal approach as well.

We have been able to ensure that 102 of KS2 children have been able to regularly access extracurricular activity. This is without equating for participation in extracurricular competitive activities.

As a school we ensure that coaches should have the following qualifications for deployment in schools:

- A minimum of UK Coaching Certificate Level 2 in the sport/activity they are delivering (or level 1 for assistant coaches who work under the direct supervision of a teacher or Level 2 coach who leads the session)
- A minimum of £5 million cover for professional and public liability
- Safeguarding training within the last three years
- Emergency First Aid training within the last 3 years
- An enhanced DBS (Disclosure and Barring Service) check in line with the school policy

By following these policies/requirements we are able to ensure that any sessions where an external coach has been employed are entirely suited to the needs of the participants. Impact here can be measured via attendance registers and participant surveys.

Opportunities to access the TotalSport club and competitions have ensured increased confidence of the participants, the increased awareness of how sport is adapted to meet their needs and in the pathways within disability sport.

By allocating a proportion of our funding to subsidise cost of our Year 6 residential enables us to offer a schedule of Outdoor Adventurous Activity (OAA) within the trip.

	Outdoor, Adventurous Activities (OAA) which they would not otherwise get the opportunity to experience within our locality.	Subsidisation also allows us to ensure that the financial barrier, which may prevent pupils from taking part in the physical and sporting activities offered, are drastically reduced. By doing this we are able to offer a broader range of experiences for our children, within a setting which is appropriate for OAA. The activities allow children to develop their teamwork, communication skills and resilience through a variety of individual and group challenges. Some of the activities which we are able to provide include: Ghyll scrambling, hiking, sailing, paddle boarding, canoeing, kayaking and climbing. The opportunity to take part in such activities is consistently well received by parents and pupils with a regular uptake rate of at least 95%.
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Sustainability/Suggested next steps:

- We will continue to offer a broad timetable of extracurricular activity which will be regularly updated.
- We will continue to access the VRSSP offer.
- We will work to form further links with community clubs.
- We will continue to subsidise the cost of OOA activities within the Year 6 residential and look to broaden OAA offer where possible.

Key Indicator 5	Actions taken	Impact seen
Increased participation in competitive sport	<ol style="list-style-type: none"> 1) Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition 2) We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions 3) Our school takes part in an annual School Games Festival which takes place to celebrate National School 	<p>We have been able to ensure that 10 members of staff attended training aimed to support the development of competition across the school. These colleagues subsequently feedback their knowledge to the wider staff.</p> <ol style="list-style-type: none"> 1) This year we were able to provide competitive opportunities at Level 1 of the School Games for; Athletics, Cricket, Dodgeball, Football, Hockey, Netball, Rounders, Rugby Union, Swimming and Aquatics, Tennis.. 2) We were able to provide competitive opportunities at Level 2 of the School Games for; Athletics, Basketball, Boccia, Cricket, Dodgeball, Football, Golf, Hockey, Netball, New Age Kurling, Orienteering, Rugby Union, Tennis.

	<p>Sport Week. We engage with a wide-range of festivals and events which cater for many different children.</p> <p>4) We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)</p>	<p>3) As a school we were also able to field 'B' teams in a number of competitions, these being: Cricket, Basketball, Athletics, Football, Hockey, Netball, Orienteering, Tennis.</p> <p>4) We were also successful in providing further inclusive opportunities through entering a number of 'C' teams into competitions, these being: Athletics, Football, Hockey, Orienteering.</p> <p>5) A number of the competitions entered over the year were tailored to meet the needs of specific target groups to ensure inclusivity.</p> <p>6) Additionally, we entered a number of festivals for Tag Rugby, Basketball, Football and a KS1 event aimed at developing balance. These events were aimed solely at targeting children who may not have otherwise taken up the opportunity to engage in such physical activity.</p> <p>7) As a school we have been successful to in retaining the 'Gold' Level Sports Mark Award for the last six years. In 2021-22 we will aim to achieve the Platinum level.</p>
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Sustainability/Suggested next steps:

- We will continue with a membership of the VRSSP.
- We will work towards achieving the Platinum level award for the 'School Games'.
- We will ensure to enter as many competitions as possible across the competition calendar.
- We will continue to monitor the children involved with competitions and offer ample opportunities to help to ensure inclusivity of all pupils.

PE Grant 2020/21 = £20,370	Area of Expenditure	Expenditure
	Swimming 2020/21 in addition to statutory year group	£2,327.50
	VRSSP Membership, including training and activities	£1,483.39
	School Sports Services Ltd	£631.20

	PE & Sports tracking software Sports Kits	£1,500.00
	Total	£5,731.69
	Underspend Carried Forward to 2021/22 under terms of agreement due to Covid-19	£14,638.31

		Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?		94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?		90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?		50%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?		Yes

